




beyond expectations

Recent Advances in SWPBIS Interventions and Evaluation Tools

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Objectives

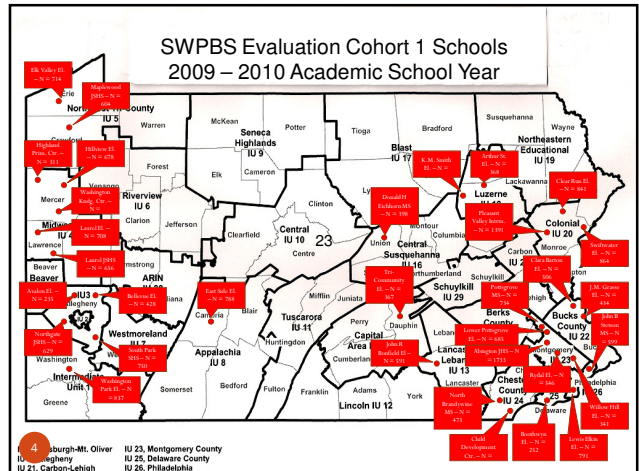
- Review latest empirical evidence of SWPBIS
- Identify data tools for universal screening
- Identify progress monitoring and implementation evaluation tools
- Analyze critical features of sustainability

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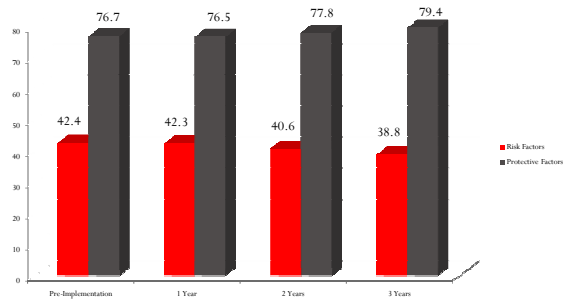
To Be Clear....

SWPBIS = SWPBS = SWEBS =
Universal PBS = RtII for Behavior

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Average Percentage of Risk and Protective Factors



5 **Note.** Data collected from the *School Safety Survey* (SSS; Sprague, Colvin, & Irvin, 2002); trends are not statistically significant

Risk and Protective Factors as a Function of Fidelity at 2 Years

Variable	N	M	SD	SEM	t
Risk Factors					2.83*
Partial	8	50.15%	11.90	4.21	
Full	15	36.65%	10.33	2.67	
Protective Factors					-3.59*
Partial	8	71.04%	5.62	1.99	
Full	15	80.56%	6.26	1.62	

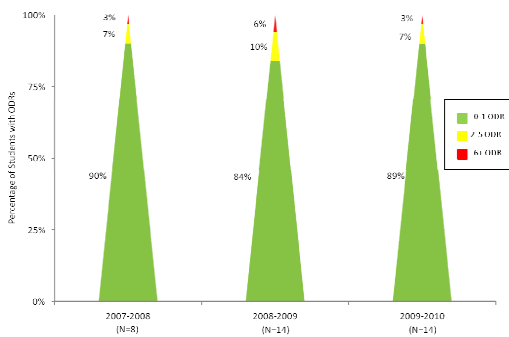
Note. $df = 22$

* $p < .02$

• Fully implementing schools see **MORE** Protective Factors and **FEWER** Risk Factors than partially implementing schools.

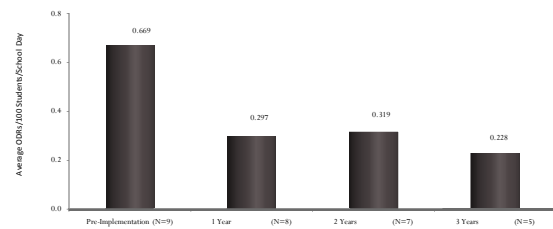
6 • Consistent with other research (e.g., Childs et al., 2010)

ODRs – Cross Sectional Triangle Data



7 **Note.** All schools using SWIS were fully implementing beginning 2007-2008; no baseline data available to make pre-post evaluations

ODRs – Cross Sectional



8 **Notes.** Trend was not statistically significant; *SD* also narrowed across time indicating more homogeneity; similar findings from longitudinal analyses with 5 schools

Estimated Instructional Time Saved

- Reduction of .441 ODRs / 100 students / School Day
- Average size of school in Cohort 1 was ~600 students
- Therefore, 2,646 fewer ODRs per day
- Assume 180 school days
- Therefore, 476 fewer ODRs per year
- How much time is saved?
- 1 ODR = 20 minutes lost by student; 10 minutes lost by teacher; 10 minutes lost by administrator (Scott & Barrett, 2004)

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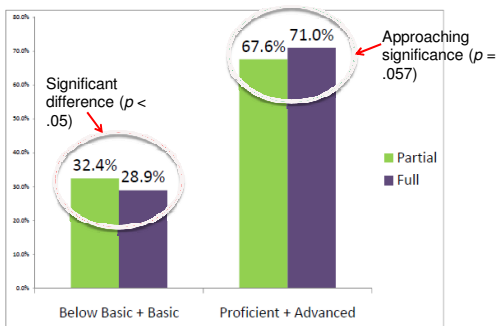
Estimated Instructional Time Saved

- 476 fewer ODRs per year for a school of 600 students
- Time Saved for the “70% Cohort School”
 - 9,520 student minutes = 158.6 hours
 - 4,760 teacher minutes = 79.3 hours
 - 4,760 administrator minutes = 79.3 hours

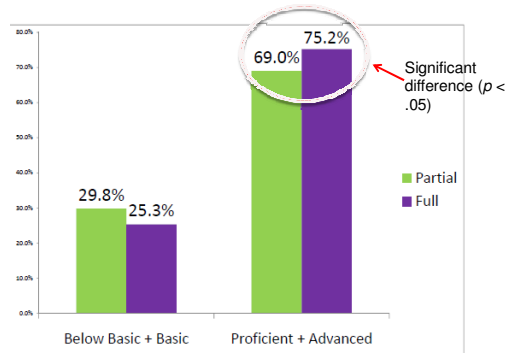
MORE INSTRUCTIONAL TIME!

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Analysis of Covariance Between Partial and Full Implementing Schools on **Reading** at Year Two



Analysis of Covariance Between Partial and Full Implementing Schools on **Math** at Year Two



2009-10 SWIS Summary National

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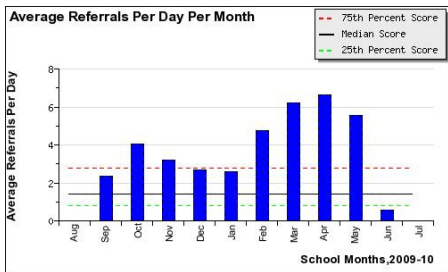
SWIS summary 2009-10 (Majors Only)
4,019 schools; 2,063,408 students; 1,622,229 ODRs

Due to skewed data,
Median is preferred

Grade Range	Number of Schools	Mean Enrollment per school	ODRs per 100 per school day
K-6	2565	452	(Mean) .32 (sd = .43) (Median) .22
6-9	713	648	(Mean) .69 (sd = .85) (Median) .50
9-12	266	897	(Mean) .95 (sd = 1.12) (Median) .68
K-(8-12)	474	423	(Mean) .72 (sd = 1.63) (Median) .42

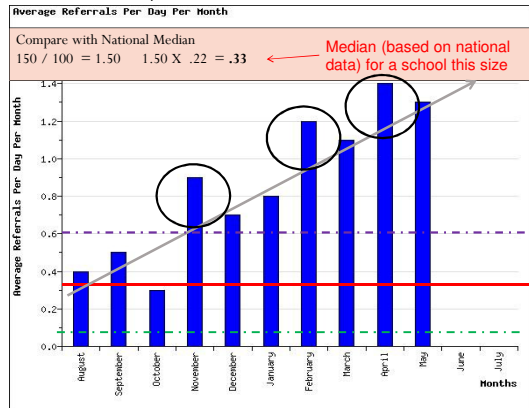
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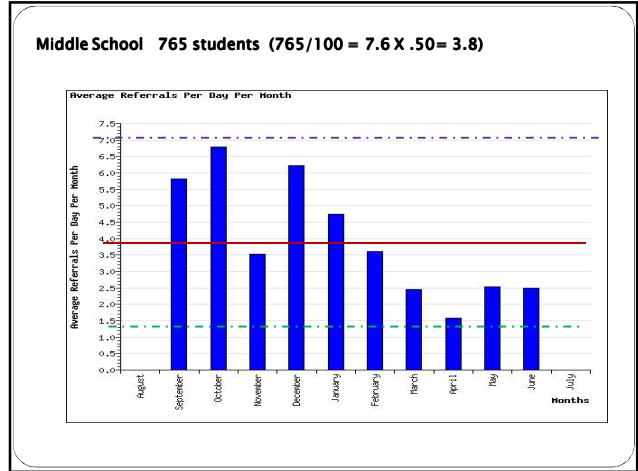
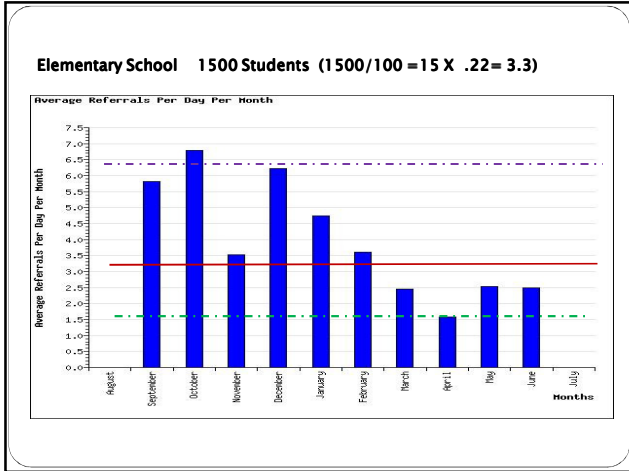
New SWIS Graph – Average Referrals Per Day Per Month (National data lines)



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Elementary School with 150 Students





Data to Compute Confidence Ranges Around the Median

SWIS
SWIS summary 2009-10 (Majors Only)
4,019 schools; 2,063,408 students; 1,622,229 ODRs

Grade Range	Number of Schools	Mean Enrollment per school	Median ODRs per 100 per school day	25th Percentile ODR/100/school day	75th Percentile ODR/100/school day
K-6	2565	452	.22	.11	.38
6-9	713	648	.50	.28	.84
9-12	266	897	.68	.42	1.14
K-(8-12)	474	423	.42	.21	.85

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- Objectives**
- ~~X~~ Review latest empirical evidence of SWPBIS
 - Identify data tools for universal screening
 - Identify progress monitoring and implementation evaluation tools
 - Analyze critical features of sustainability
- 20

Behavior Screening Tools

- Just like benchmarking for academics, we need strong screeners for social, emotional, and behavioral functioning
- What is the typical screener in a SWPBIS model?
- ODRs are generally insufficient screeners
 - Why?
- “WE NEED MORE DATA!” (paraphrased from Cpt. Kirk)

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Why Screen?

- At any given time, 20% of youth have mental health problems at least minimal levels of functional impairment, 10-15% have more severely impairing psychiatric disorders (US Department of Health & Human Services, 1999)
- By adolescence, 40% youth will have met criteria for psychiatric diagnosis at least once (Costello, Mustillo, Erkanli, Keeler, & Angold, 2003)
- Only 20% of youth in need receive mental health care services (Kataoka, Zhang, & Wells, 2002)

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Why Screen (continued)?

- The median lag between the onset of a mental disorder and the start of treatment is about 10 years (National Mental Health Association, 2005)
- Early intervention for youth with emotional and behavioral problems can help to minimize the long-term detriment of mental disorders as well as reduce the overall healthcare burden and costs (Aos, Lieb, Mayfield, Miller, & Pennucci, 2004; Campaign for Mental Health Reform, 2005)

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Behavior Screening Tools

- A very short list. . . .
 - *BASC2 Behavioral and Emotional Screening System* (BESS; Kamphaus & Reynolds, 2007)
 - *Social Skills Improvement System: Performance Screening Guide* (SSiS; Elliott & Gresham, 2007)
 - *Social-Emotional Assets and Resilience Scales – Short Form* (SEARS; Merrell, 2010)
 - *Strengths and Difficulties Questionnaire* (SDQ; Goodman, 1997)
 - *Student Risk Screening Scale* (SRSS; Drummond, 1994)
 - *Systematic Screener for Behavior Disorders* (SSBD; Walker & Severson, 1992)
- And many others. . . .(see handout)

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Behavioral and Emotional Screening System (Kamphaus & Reynolds, 2007)

- Features
 - Systematic
 - Comprehensive
 - Identifies strengths in addition to weaknesses
 - Grades preK-12
 - Informants
 - Teacher, parent, and self
 - Reliable
 - Quick and easy to complete
 - Rating forms range from 25-30 items
 - Takes about 5 minutes to rate each student
 - 45 min- 1 hr per class

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Behavioral and Emotional Screening System (Kamphaus & Reynolds, 2007)

- Screening Indicates overall risk level
 - Normal
 - Elevated
 - Extremely elevated
- The BASC-2 Rating Scales can then be used for students above Normal Risk to further determine areas of need.
 - Internalizing problems
 - Externalizing problems
 - School problems
 - Adaptive skills
- Reported results include a single total score
 - Reliable and accurate predictor of a broad range of problems

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Test Date	Validity Index Elevation			Scores		Classification
	F	CONB	PTRN	Raw	T	
5/11/09	A	A	A	51	51	Extremely Elevated
5/19/09	A	A	A	51	51	Extremely Elevated
5/1/09	A	A	A	50	50	Extremely Elevated
5/26/09	A	A	A	44	44	Elevated
6/11/09	A	A	L	38	41	Elevated
2/7/09	A	A	A	32	32	Normal
2/6/09	A	A	A	29	29	Normal
6/9/09	A	A	A	28	28	Normal
4/1/09	A	A	A	18	18	Normal
2/2/09	A	A	A	18	18	Normal
2/9/09	A	A	A	18	18	Normal
6/11/09	A	A	A	14	14	Normal
2/2/09	A	A	A	11	11	Normal
2/2/09	A	A	A	9	9	Normal
6/1/09	A	A	A	8	8	Normal
6/6/09	A	A	A	8	8	Normal
2/10/09	A	A	A	5	5	Normal
2/10/09	A	A	A	4	4	Normal
2/9/09	A	A	A	4	4	Normal
6/1/09	A	A	A	4	4	Normal
2/9/09	A	A	A	3	3	Normal
6/1/09	A	A	A	1	1	Normal

Source: Mays, K. L., Raines, T. C., & Dever, B. V. (2011). Implementing universal screening for behavioral and emotional risk in schools. Workshop presented at the annual National Association of School Psychologists conference, San Francisco, CA.

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Social Skills Improvement System (Gresham & Elliott, 2007)

- The SSiS is a comprehensive, multi-tiered program for improving social behavior.
- The SSiS consists of:
 - Primary Level*
 - SSiS: Performance Screening Guides for Class-wide Screening (Elliott & Gresham, 2007)
 - SSiS: Class-wide Intervention Program (Elliott & Gresham, 2007)
 - Secondary or Tertiary Level*
 - SSiS: Rating Scales (Gresham & Elliott, 2008)
 - SSiS: Intervention Guide for targeted supports (Elliott & Gresham, 2008)

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SSiS: PERFORMANCE SCREENING GUIDE

- Three levels are available (ages 3-18 yrs):
 - Preschool
 - Elementary
 - Secondary
- Focus on keystone classroom behaviors and skills
- Four key areas are assessed:
 - Prosocial Behavior
 - Motivation to Learn
 - Reading Skills
 - Math Skills

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Social-Emotional Assets and Resilience Scales (SEARS) Short Form (Merrell, 2010)

- Strength-based measure
- Multiple informants: teacher, parent, child, adolescent
- 12-items for all respondents
- 4-point Likert scale

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SEARS-C SOCIAL EMOTIONAL ASSETS AND RESILIENCE SCALE Child Form (for Grades 3-8) Item Format Version 1.8

PART 1: ABOUT ME

The Name of My School _____

My Age _____ My Grade in School _____ My Sex: Girl Boy

My Ethnic Group or Race: White African American Hispanic or Latino Asian
 Native American Other _____

PART 2: DIRECTIONS

Here is a list of sentences that tell how kids sometimes feel, think, or act. Read each sentence, and circle the letter that tells about you the best. Circle **N** if the sentence is **NEVER** true for you. Circle **S** if the sentence is **SOMETIMES** true for you. Circle **O** if the sentence is **OFTEN** true for you. Circle **A** if the sentence is **ALWAYS** (or **ALMOST ALWAYS**) true for you. There are no right or wrong answers. Please answer every sentence, and do your best.

Remember: **NEVER** **SOMETIMES** **OFTEN** **ALWAYS**

1. I like to do my best in school.....	N	S	O	A
2. I feel sorry for other people when bad things happen to them.....	N	S	O	A
3. I am good at understanding what other people think.....	N	S	O	A
4. I can do many things without help.....	N	S	O	A
5. I try to help other people when they need help.....	N	S	O	A
6. People like to be with me.....	N	S	O	A
7. I like to talk to lots of different people.....	N	S	O	A
8. I make friends easily.....	N	S	O	A
9. I try to understand how my friends feel when they are upset, or sad.....	N	S	O	A
10. I am a good listener when other people have something to say.....	N	S	O	A
11. Other kids invite me to hang out with them.....	N	S	O	A
12. I have a best friend.....	N	S	O	A
13. People think I am fun to be with.....	N	S	O	A
14. Even when things don't go well for me, I am okay.....	N	S	O	A
15. Other people like me.....	N	S	O	A

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Note: This is the long-version of the SEARS

More information can be obtained at <http://strongkids.uoregon.edu/SEARS.html>

SEARS Short Form (Merrell, 2010)

- Psychometric properties (Doerner, Kaye, Nese, Merrell, & Romer, 2011)
 - Reliability
 - Internal consistency ranged from .83-.90 across respondents
 - Stability ranged from .74 - .90
 - Inter-parent ratings .67
 - Validity
 - Convergent validity with SSRS (.40-.78)
 - Convergent validity with Home and Community Social Behavior Scales (.69-.84)

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Strengths and Difficulties Questionnaire (Goodman, 2005)

- Free
- Parent, teacher, and self-report (8-13)
- Multiple languages (cross-validation studies, too)
- 25-items
- Five factors assessed (Goodman, 2001)
 - Emotional
 - Conduct
 - Hyperactivity-Inattention
 - Peer
 - Prosocial

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Strengths and Difficulties Questionnaire P or T 10/17

For adults, please mark the box for the True, Sometimes True or Certainly True. Do not help in if you are not at all sure as to how you would respond to each of the items. Please give your answer on the basis of the young person's behavior over the last six months or the school year.

Young person's name: _____ Title/Position: _____

Date of birth: _____

Statement	True	Sometimes True	Certainly True
Consideration of other people's feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respects boundaries, neither too big nor too small	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often imaginative, resourceful, creative or inventive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shares readily with other youth, for example books, games, food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Obedient to rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wants to be nice then with other youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concerned with behavior, usually does what adults request	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows interest in other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cautious, thoughtful or sensible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not too nervous or shy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often fights with other youth or bullies them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often unhappy, depressed or moody	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generally liked by other youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Easily distracted, inattentive or forgetful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows special interests, usually from childhood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good at making decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often late or absent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respects or helps other (parents, teachers, children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinks things are better anyway	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doesn't know how to relax or entertain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gets along better with adults than with other youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Takes things easily enough	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good at making eye contact through to the end	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature: _____ Date: _____

© 2001 Goodman R. All rights reserved.

Strengths and Difficulties Questionnaire

(Goodman, 2005)

More information can be found at:
<http://www.sdqinfo.org>

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Strengths and Difficulties Questionnaire (Goodman, 2005) – Reliability and Validity

- Internal consistency = 0.73 (Goodman, 2001)
- 4-6 month stability = .62 (Goodman, 2001)
- Cross informant correlations = 0.34 (Goodman, 2001)
- Highly correlated with CBCL (Goodman & Scott, 1999)
 - Total Scores $r = .87$
 - Low of .59 for Social / Peer; High of .84 for Externalizing / Control
- Self-Report (ages 8-13) demonstrates similarly strong reliability and validity (Muris, Meesters, Eijkelenboom, & Vincken, 2004)

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Student Risk Screening Scale (Drummond, 1994)

- Free; no special materials other than Microsoft Excel™
- Teachers use a one-page instrument to evaluate students on 7 items using a 4-point Likert-type scale:
 - Steals
 - Lies, Cheats, Sneaks
 - Behavior Problems
 - Peer Rejection
 - Low Academic Achievement
 - Negative Attitude
 - Aggressive Behavior
- Student Risk is divided into 3 categories:
 - Low 0 - 3
 - Moderate 4 - 8
 - High 9 - 21

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Student Risk Screening Scale (Drummond, 1994) – Reliability & Validity

- Adequate internal consistency (.78 - .85) and stability (Lane et al., 2007)
- Highly sensitive to externalizing problem behaviors (Receiver Operating Characteristic analysis AUC = .952)
- Highly sensitive to internalizing problem behaviors (ROC analysis AUC = .802)
- Correlated with Aggressive Behavior subscale of the CBCL and Strengths and Difficulties Questionnaire (SDQ)
- Emerging evidence for use in middle schools (Lane et al., 2007)

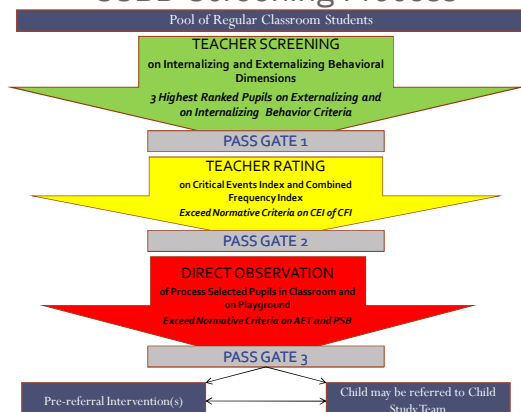
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Systematic Screener for Behavior Disorders (SSBD, Walker & Severson, 1992)

- Three-Gated process
- Students who meet the specified criteria for each stage move to the next stage.
- Process:
 - 1st Gate: Teacher ranks “top 3” internalizing and externalizing students (must be 6 different students)
 - 2nd Gate: Students passed through 1st Gate are rated by teacher on Critical Events Index and Combined Frequency Index
 - 3rd Gate: Of the above students, those who exceed normative criteria on CEI and CFI are then systematically observed

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SSBD Screening Process



Slide from Lane & Oakes (2011)

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Regardless of Which Instrument Selected: Questions to Consider

- When to conduct the screenings?
- Who should prepare them?
- Who should administer them?
- Who completes them?
- Who should score them?
- When and how should the results be shared?
- Does the district need passive parental consent?

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Anyone Interested?

- If any schools are interested in piloting a universal screener, please speak to me
- We can help out!

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Objectives

- ✗ Review latest empirical evidence of SWPBIS
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Progress Monitoring Tools

- *Team Implementation Checklist* (TIC; Sugai, Horner, & Lewis-Palmer, 2001) used to PM toward the *Schoolwide Evaluation Tool* (SET; Sugai, Lewis-Palmer, Todd, & Horner, 2001)
- Logistical problems (i.e., resources) related with wide-scale adoption of SET
- Realistically, schools will be using *Benchmarks of Quality* (BoQ, Kincaid, Childs, & George, 2010) for their annual implementation fidelity check
 - Occasional SET validation (~5 years)

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Progress Monitoring of Implementation

- TIC was designed to PM toward SET
- TIC **not** designed to PM toward BoQ
- Need for a PM tool toward the BoQ
- *PBS Implementation Checklist* (PIC; Childs, Kincaid, & George, 2009)

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Purpose of PIC (Childs et al., 2009)

- Provides a snapshot of where schools are in terms of implementing critical elements of SWPBIS and associated components of Tiers 2 and 3
- 44 Questions – completed by Internal Coach
- No total score but graphic displays
- Guides Action Planning and Team Activities

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PIC Logistics

- Internal Coach completes
- Completed 3 and 6 months into the school year
- Team and Coach review data and action plan
- Will be required beginning in fall 2011 for SWPBIS sites included in the PAPBS Network

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Factors of PIC

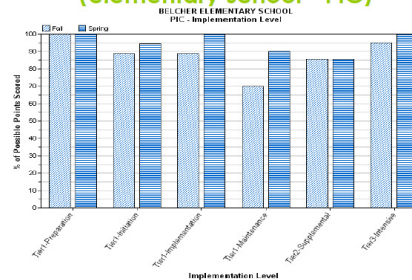
6 Factors of PIC confirmed by authors

- Preparation
- Initiation
- Implementation
- Maintenance
- Extension to Tier 2
- Extension to Tier 3
- Strong internal consistency for all factors (range .79-.97)
- Correlation with BoQ = .72 ($p < .0001$)

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Factor Score Results of PIC

School Implementation Level (elementary school - PIC)



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From: George (2011)

SWPBIS Critical Elements of the PIC


- **Coach and Team** ← Next slide shows sample items of this Critical Element
- Buy-In
- Expectations
- Rewards
- Data-Based Decision-Making
- Discipline
- Training
- Parents / Community

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Sample Critical Items: “Coach and Team”

**PIC Critical Elements:
Coach and Team**

1. School-level administrators support PBS - active involvement, funding allocated, etc.
3. PBS Team has been established and trained - full staff representation, team meeting schedule established; attended FLPBS trainings, has a current action plan.
4. PBS Coach has been trained - attends summer trainings, attends coaches and regional meetings; knowledgeable about PBS, Behavioral Theory, and data-based decision making; skilled in facilitation, problem solving process, and public speaking.
5. PBS Team meets at least once a month.
6. PBS Coach attends those meetings.
7. PBS Team shows a good working relationship with the Coach.
20. Discipline data are used in PBS Team meetings to identify problems and guide school decisions.



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Results of PIC Critical Elements

**School Tier 1 Critical Elements
(elementary school - PIC)**

BELCHER ELEMENTARY SCHOOL
PIC - Tier 1 Critical Elements

Tier 1 Critical Element	% of Possible Points Scored
Coach and Team	100
Buy-In	75
Expectations	85
Rewards	100
Discipline	100
Data	95
Training	80
Parents/Community	50

From: George (2011)

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Using PIC Data for Action Planning

- Use results to Action Plan around Factor central to SWPBIS
- Additionally, focus on Critical Elements as a means to improve and then sustain implementation
- Task analyze what needs to be done
- Assign roles, time frames, and measurable outcomes to indicate achievement of objectives

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Progress Monitoring toward SET

- Recently developed *PBS Walkthrough* (White, George, Childs, & Martinez, 2009)
- Adapted from the SET
- Independent auditor conducts Walkthrough of building and can provide feedback to the PBS Team
- Potentially completed by a peer PBS IC / EC

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Psychometric Properties of *PBS Walkthrough*

- Still under investigation
- Preliminary results indicate $r = .58$ ($p < .0001$) with BoQ Total Score
- Not scheduled to be used in PA 2011-2012

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Sample from *PBS Walkthrough*

Visibility

Visit each area on campus listed below and indicate where *Expectation Posters* are visible:

- | | | | |
|---------------------------------------|---|---------------------------------------|---------------------------------------|
| YES | YES | YES | YES |
| <input type="checkbox"/> Hallways | <input type="checkbox"/> Main Office | <input type="checkbox"/> Classrooms | <input type="checkbox"/> Cafeteria |
| <input type="checkbox"/> Media Center | <input type="checkbox"/> Gym/Playground | <input type="checkbox"/> Computer Lab | <input type="checkbox"/> Other: _____ |

Based upon the school's data, record the most problematic areas on campus in the spaces below. Then indicate whether *Rules Posters* are visible in the areas by checking Yes or No under each setting listed.

Problem Area				
Poster Visible	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Classrooms (Visit a total of 5 classrooms from a variety of classes/grades)

- Visit 5 classrooms (maximum) to determine if Rules Posters are visible. 1 2 3 4 5
- Indicate how many classrooms had visible Rules Posters.

Students (Ask a total of 5 students from a variety of classes/grades)

- Ask 5 students (maximum) if they know the Expectations. Indicate how many students are able to tell you *all* the expectations. 1 2 3 4 5

Staff (Ask a total of 5 staff members the following questions)

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From White et al. (2009)

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Replication, Improvement, Sustainability: PA SWPBIS Cohort

	# of Schools with Fidelity Data	# of Schools That Maintained or Improved	% of Schools That Maintained or Improved	# of Schools That Did Not Maintain or Improve	% of Schools That Did Not Maintain or Improve
2 Years	33	30	90.9%	3	9.1%
3 Years	20	20	100%	0	0%

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Sustainability of SWPBIS

- Much of the work regarding sustainability has come from Kent McIntosh, Jennifer Doolittle, and colleagues
- *SUBSIST PBS Sustainability Checklist* (McIntosh, 2010)
- **PLEASE NOTE:** The SUBSIST is not something PA PBS Network is asking schools to complete

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What is Sustainability?

- Lasting implementation of a practice with fidelity to core components once external supports are removed (Hans & Weiss, 2005)
- Additionally, the durability of the practice once external supports are removed continues to result in the same, effective and desired outcomes (McIntosh & Turri, in press)

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Barriers to Sustainability (McIntosh, 2011)

- Antecedent Barriers
 - Lack of contextual fit; new challenges that arise; competing initiatives
- Present Barriers
 - Loss of funding; attrition of PBIS cheerleaders and grunts
- Consequence Barriers
 - Lack of efficacy data (not collected and shared; the result of poor implementation)

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4 Steps to Sustain SWPBIS (or any other initiative)

1. Promote **PRIORITY**

- Integrate or connect with other practices / initiatives
- Visibility
- Written policy
- Braid goals and funding

From McIntosh (2011)

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4 Steps to Sustain SWPBIS (or any other initiative)

2. Ensuring **EFFECTIVENESS**

- Most important: **make sure to implement with fidelity**
- Implement in every setting
- Implement all 3 tiers of support
- Share data to building, central office, community

Adapted from McIntosh (2011)

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4 Steps to Sustain SWPBIS (or any other initiative)

3. Ensuring **EFFICIENCY**

- Don't reinvent the wheel every time
 - Document mission statement, lesson plans, ODR referral form, schedules, training manuals, etc.
 - Review each year; share with new teachers
 - Share with other schools
- Focus on efficient team meetings
 - TIPS: Team-Initiative Problem Solving (Newton, Todd, Algozzine, Horner, & Algozzine, 2009)

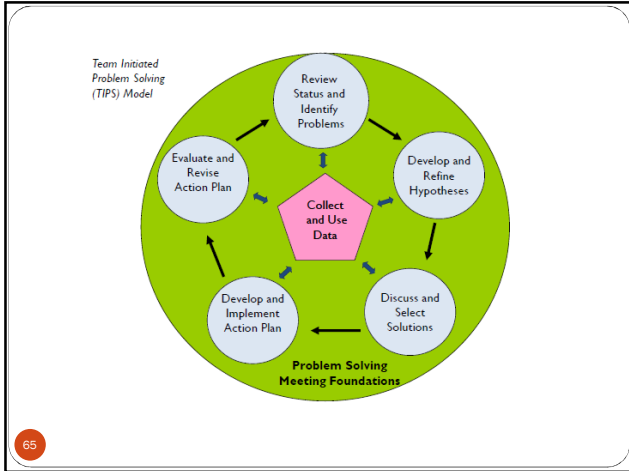
Adapted from McIntosh (2011)

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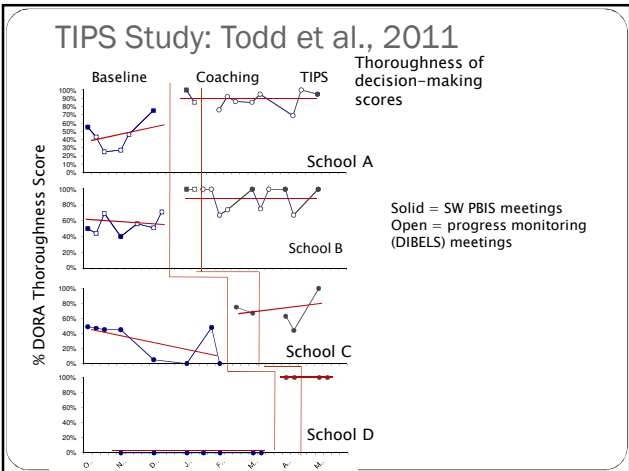
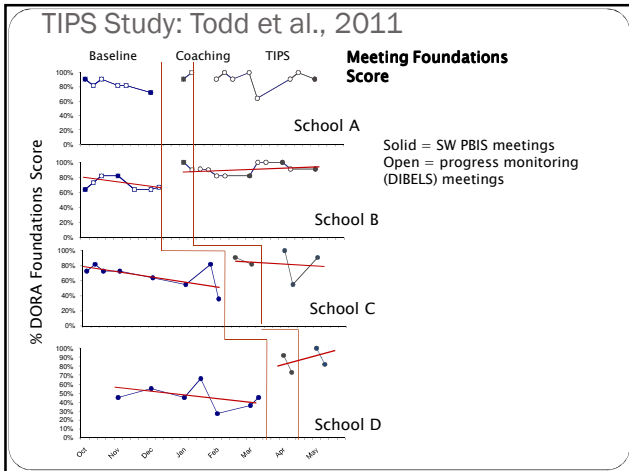
TIPS Model (Newton et al., 2009)

- Provides tools to define a system for effective meetings, roles, responsibilities, materials, accountability and procedures
- Steps of effective problem solving including a strategy for assessing, monitoring, and evaluating the implementation and results of solutions
- Can be used with other data sets

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- ### TIPS Model
- **TIPS Training**
 - One full day team training
 - Two coached meetings
 - **Team Meeting**
 - Use of electronic meeting minute system
 - Formal roles (facilitator, recorder, data analyst)
 - Specific expectations (before meeting, during meeting, after meeting)
 - Access and use of data
 - Projected meeting minutes
 - **Research tool to measure effectiveness of TIPS Training**
 - DORA (decision, observation, recording and analysis)
 - Measures "Meeting Foundations" & "Thoroughness of Problem Solving"
- Newton, J. S., Todd, A. W., Algozzine, K., Horner, R. H., & Algozzine, B. (2009). The Team Initiated Problem Solving (TIPS) Training Manual. Educational and Community Supports, University of Oregon, unpublished manual.



4 Steps to Sustain SWPBIS (or any other initiative)

4. Using data for **CONTINUOUS REGENERATION**
- Adjust practices (via TIPS model) based on obtained data
 - Task Analyze what needs to be done
 - Assign roles
 - Evaluate resources needed
 - Document measurable outcomes for accountability

Adapted from McIntosh (2011)

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So WHY Do Some Schools Sustain SWPBIS and Others Don't? (McIntosh, Predy, Upreti, Hume, & Mathews, in preparation)

Most Important Factors Associated with Sustainability

- School administrators actively support SWPBIS
- SWPBIS is a top priority for the school
- School administrator regularly attends and participates in SWPBIS meetings
- SWPBIS is well organized and efficient (TIPS model)
- SWPBIS team is provided adequate time to meet

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So WHY Do Some Schools Sustain SWPBIS and Others Don't? (McIntosh, Predy, Upreti, Hume, & Mathews, in preparation)

Less Important Factors

- Visibility of other competing initiatives
- Some personnel fundamentally opposed to SWPBIS
- High levels of administrator turnover
- High levels of staff turnover
- High levels of SWPBIS "champion" for the school

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Final Words About Sustainability

- If fidelity diminishes, outcomes will surely decrease
- Plan for staff and administrative turnover
- Focus on POSITIONS not PEOPLE
 - Positions tied to titles, job descriptions, FTE

Adapted from McIntosh (2011)

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Objectives

-  Review latest empirical evidence of SWPBIS
-  Identify data tools for universal screening
-  Identify progress monitoring and implementation evaluation tools
-  Analyze critical features of sustainability

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Contact

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Thank you for your time!

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